

The role of the teacher in the Ready Steady Read Write Programme

The Wordworks Ready Steady Read Write Programme covers different aspects of literacy: oral language and vocabulary, reading, written expression and letter, sound and word knowledge. The programme is tutor driven, with tutors working with children in pairs once a week. Our aim is to ensure that we build strong foundations for language and literacy so that children are better able to keep up with the demands of the classroom curriculum.

Teachers have a very important role to play in the programme. You can assist us in making the programme a success in the following ways:

Selection of children

We need your help to select children that will benefit from working with tutors. The Ready Steady Read Write Programme is most effective for children who have potential but are struggling to keep up with the class. These are the children who need support to build and strengthen their literacy and language skills. Children who experience more serious difficulties with learning are likely to require more intense and specialised support from a Learning Support Teacher. Tutors are not able to provide this level of support. Working with children who have potential is the best formula because the tutors can see the progress and they feel more confident about their ability to help the children.

In Grade R, all children can benefit from the extra language and literacy input.

In Grade One, use the following as a guide for selecting children:

- children who did not attend a Grade R class
- children who begin Grade One with very little letter knowledge or exposure to books
- children for whom English is a second language
- children who lack confidence or are anxious about their reading and writing
- children who are finding reading and writing a challenge



Teacher-tutor relationship

The tutors receive comprehensive training and ongoing support from the site Co-ordinator. However, they are not always confident in front of teachers and you can make their experience better by greeting them in a friendly and welcoming manner and showing interest in and appreciation for what they are doing.

Teacher feedback

Tutors always value feedback from teachers, especially if the children they work with show improvement in the classroom. Feedback from teachers to the Co-ordinators is also of great value and helps the Co-ordinator ensure that the right children are being supported. The Co-ordinator is also the person to approach if you are concerned about any aspects of the programme. Please be aware of talking to a tutor about a child's difficulties when in the presence of the child. This can be very damaging and hurtful for the child. However, when a child overhears something positive about himself/herself it can be deeply uplifting and encouraging!

Please also assist the Co-ordinator and tutors by letting them know in advance about any changes to the normal teaching programme (e.g school outings, sports days).